

# Cornell University Announcements

Cornell University-New York Hospital

## School of Nursing 1971-72



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1320 York Avenue

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# 1971-72

### **Cornell University Announcements**

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RESIDENCE

CORNELL UNIVERSITY  
NEW YORK HOSPITAL  
SCHOOL OF NURSING



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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.



# Academic Calendar

1971-72

Orientation, entering class, begins 9:00 a.m.	Thursday, September 2
Orientation, entering class, ends 4:00 p.m.	Friday, September 3
Labor Day holiday	Monday, September 6
Registration and Advisement, all classes, 9:00 a.m.-12:00 noon	Tuesday, September 7
Fall term instruction begins, all classes, 1:30 p.m.	Tuesday, September 7
Opening convocation	
School holiday	Monday, October 25
Midsemester grades due, 5:00 p.m.	Friday, October 29
Instruction suspended, 1:00 p.m.	Wednesday, November 24
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	Monday, November 29
Fall term instruction ends, 5:00 p.m.	Wednesday, December 22
Christmas recess	
Course completion period begins, 8:00 a.m.	Thursday, January 6
Course completion period ends, 5:00 p.m.	Tuesday, January 11
Final examinations and clinical evaluation begin, 9:00 a.m.	Wednesday, January 12
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, January 14
Midyear recess	
Registration, all classes, ends 9:00 a.m.	Monday, January 24
Spring term instruction, all classes, begins 9:00 a.m.	Monday, January 24
Midsemester grades due, 5:00 p.m.	Friday, March 17
Spring recess	Saturday, March 18
Instruction resumed, 7:30 a.m.	Monday, March 27
Spring term instruction ends, 5:00 p.m.	Friday, May 12
Course completion period begins, 8:00 a.m.	Monday, May 15
Course completion ends, 5:00 p.m.	Friday, May 19
Final examinations and clinical evaluation begin	Monday, May 22
Final examinations and clinical evaluation end, 12:00 noon	Friday, May 26
Final grades in, class of 1972, 5:00 p.m.	Friday, May 26
Memorial Day holiday	Monday, May 29
Convocation and commencement	Wednesday, May 31

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.





# Cornell University-New York Hospital

## School of Nursing

### History of the School

The Cornell University-New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of the New York Hospital-Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in the (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and the (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges

teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864-65, a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients; in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past, and, in recognition of this, the University program was established in 1942. Since 1946, all students

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admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Cornell University-New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

### Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York.

### The Professional Program

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

#### Philosophy

Education is a process which helps the individual to develop his potential so that he may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the learner and the teacher. The school provides the environment in which the learner can test his abilities and evaluate his progress.

The liberal arts courses provide the foundation for the professional courses of the nursing major. The integration of these areas enables the student to understand himself, his social and physical environment, and the role of the professional nurse in society.

The professional nurse recognizes the right of the individual to attain and maintain his optimum state of health. He actively participates with individuals and families to establish and evaluate health goals and intervenes to alter these goals with appropriate action when necessary.

The professional nurse assumes responsibility for maintaining optimum standards for the planning and the delivery of nursing care. He is able to do this in a variety of settings not only as an individual but as a member of the interdisciplinary health team.

He recognizes the need to speak on both community and professional issues which are within his field of competence and assists in promoting the public interest in health by defining and clarifying health issues.

As a professional person he recognizes the need to continue to develop his personal and professional competence through the formal and informal educational structures which are best suited to his needs and abilities.

#### Objectives

Upon completion of the program the graduate will—

- function as a beginning-level professional nurse practitioner in a variety of settings;
- use the intellectual skills of observation, assessment, planning, and evaluation to establish and implement nursing goals;
- understand how man functions in relationship to himself and others in health and sickness;
- apply principles of leadership in directing nursing care of patients;
- function as a colleague with members of an interdisciplinary team;
- possess a foundation for continuing professional development in nursing.

### The Nursing Major

The nursing major, consisting of four semesters of full-time study, is offered in two programs identified as Program I and Program II. Both programs are based upon the philosophy that liberal arts courses provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, course requirements in the humanities, social sciences, and natural sciences have been identified as prerequisites for both programs. Sixty liberal arts credits are required for admission to Program I. In addition to presenting the required prerequisites for the nursing major, students who enroll in Program II are required to hold a baccalaureate degree in another discipline before admission to the professional program. Both programs lead to the degree of Bachelor of Science in Nursing.

Each student entering the school is expected to complete the entire program for which he is enrolled. To meet the objectives of the program, students will have clinical experiences in a variety of hospital and community settings. In order to be eligible for the degree from Cornell, the last year must be spent in full-time study in one of these programs. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing needs of society or the best interests of the student and the school.

The programs are planned so the student moves from less-complex situations in the care of individuals and families, to those situations which test his ability to provide leadership in the delivery of health services.

Initially attention is focused on the acquisition of nursing skills and the role of the professional nurse in the care of adult patients.

In the courses of the second and third semester, the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which the preg-

nant woman and the child provide the focus for the learning experiences. The content and experiences offered in the alternate semester provide the student with the opportunity to explore the needs of patients and families who are facing problems of short- and long-term physical and emotional illnesses. Study of the effect of the environment upon health and disease is correlated with the content of this semester.

In the final semester the student has the opportunity to test his leadership ability in the delivery of patient care.

Courses in the biological and social sciences are offered concurrently with the nursing courses.

### Plan of Program I

Detailed descriptions of the courses listed below are found on pp. 17-18.

#### Third Year

##### Fall Semester

Nursing 153	10
Nursing 160	2
Biological Science 130	4
	16

##### Spring Semester\*

Nursing 154	10
Social Science 107	2
Biological Science 131	3
	15

#### Fourth Year

##### Fall Semester†

Nursing 155	11
Public Health 246	2
Biological Science 132	3
	16

##### Spring Semester

Nursing 250	12
Social Science 108	3
Social Science 207	2
	17

\* Two-thirds of the class will elect these courses for the fall semester of the fourth year.

† Two-thirds of the class will elect these courses for the spring semester of the third year.

### Plan of Program II

For detailed descriptions of the following courses, see pp. 17-18.

#### First Year

##### Fall Semester

Nursing 156	10
Nursing 160	2
Biological Science 133	3
	15

##### Spring Semester

Nursing 157	10
Social Science 107	2
Biological Science 134	3
	15

#### Second Year

##### Fall Semester

Nursing 256	10
Biological Science 135	2
	12

##### Spring Semester

Nursing 257	10
Social Science 108	3
Social Science 207	2
	15

## Admission

### General Requirements

The number of applicants with minimum qualifications exceeds the number of students that can be admitted to the two programs of the nursing major each year. Selected each year are those applicants who, in competition with others seeking admission at the same time, have demonstrated by their qualifications that they are well fitted for the nursing profession.

Evaluation of the candidate's ability to profit from the instruction at the School of Nursing is based on his secondary-school and college records, the recommendations of school authorities, and the results of standardized achievement tests. Evidence of the candidate's ability to make effective use of free time, as well as his capacity for leadership and concern for others, is given due consideration. These are evaluated on the basis of extra curricular activities, references, and an interview. An extensive medical report is required because of the nature of the professional program.

A student already enrolled in the nursing major of another college or university may request the evaluation of his college record for possible transfer to this School.

It is the policy of Cornell University actively to support the American ideal of equality of opportunity for all and no student shall be denied admission or otherwise discriminated against because of race, color, creed, religion, or national origin.

### Specific Requirements for Program I

Students who have completed a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools may apply for transfer to the nursing major of Program I.

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The following distribution of courses is to be used as a guideline in planning a program for the first two years of college. Records will be reviewed on an individual basis and adjustments made.

*Communications*, 6 credits: composition, public speaking, or speech

*Humanities*, 20–30 credits: art, language, literature, music, philosophy, religion

*Natural science and mathematics*, 12 credits: mathematics, biology, chemistry, physics (College-level biology and chemistry are considered essential prerequisites. Based on individual evaluation an advanced high school course in either biology or chemistry may be accepted, in which case other college science and mathematics will be accepted.)

*Social science and history*, 12–22 credits: sociology (3 credits required), psychology (3 credits required), political science, anthropology, economics

### Specific Requirements for Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this program of the nursing major. Applicants to this program will be required to take selected proficiency examinations.

The following distribution of courses is required for admission to this program.

*Humanities*, 10 credits

*Social Science*, 10 credits

*Natural Science*, 8 credits (Although records are reviewed on an individual basis college-level biology and chemistry are considered essential prerequisites.)

### Applications

Prospective students should write the Office of the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021, for forms to be used in making application for admission.

### Important Dates

The following information and dates apply to applicants to both programs of the nursing major.

Requests for applications may be made any time after April 1, 1971, for admission in September 1972.

Admissions applications are due by October 1 for early review and by February 15 for regular review. Applications will be accepted after February 15 only if places remain in the class to be filled.

Early review decisions are announced January 1. Decisions made by regular review are announced in March and April. Applications sub-

mitted after February 15 will be acted upon as they are completed.

Financial-aid applications for all applicants are due by February 1. Decisions are announced May 1.

Each applicant accepted by regular review must advise the School of his decision regarding admission and financial aid by May 15. Early review applicants will be advised of this date upon acceptance.

### Visits to the School

Members of the staff are available to meet with prospective applicants to discuss the School's admission requirements, application procedures, and the appropriateness of the applicant's liberal arts education in satisfying the requirements for admission. Although appointments for these visits are not required, prospective applicants are urged to call the Registrar's Office before visiting the School.

An informational visit does not take the place of the required interview which is scheduled after application materials have been submitted.

### Academic Standing and Grades

The Academic Standards Committee, composed of faculty representing the two nursing programs and the Dean or her representative, meets at least two times each year to review the academic records of students in the School. The Committee is responsible for reviewing the records of students whose suitability for nursing is in question and of students whose cumulative average does not meet minimal standards for promotion or whose cumulative average has dropped seriously since the previous semester.

The Committee recommends to the faculty the promotion of all students, and the candidates for the degree of Bachelor of Science in Nursing. The Committee acts on the records of those students who qualify for the Dean's List (semester average of 3.25) and who are to be considered for graduation *with distinction*.

A student who receives a grade of D or F in a course at midsemester will be notified by the Registrar in order to give him the opportunity to seek guidance in his work during the remainder of the semester. The student may be seen by either his adviser or the dean to establish a plan to complete the remaining academic work of the particular semester.

A student who receives a semester grade of F or an Incomplete (I) in a required course will be considered on an individual basis regarding his continuation in the School. A student who receives an Incomplete in a course is required to complete the course within one year unless it is prerequisite to another course. In this instance it must be completed before registering for the subsequent course. A student who receives a D in nursing theory or practice at the end of the semester will be reviewed on an individual basis.

The faculty of the School of Nursing reserves the privilege of retaining only those students who, in their judgment, satisfy the requirements of scholarship, health, and personal suitability for professional nursing. A student who does not attain the required cumulative average of a semester may remain in the school on academic warning for one semester. If at the end of the semester his cumulative average has not reached the level required for the semester in which he is registered, he will be required to withdraw from the School. A student may be asked to withdraw without previously having been on academic warning.

Parents and guardians do not receive regular notice of the student's grades. They are advised when a student is placed on academic warning or is asked to withdraw from the School.

A student is eligible for honorable withdrawal at any time he may elect to leave if his academic and personal record meet the standards of the School and if his financial record has been cleared in the Office of the Dean.

### Minimal Cumulative Averages Required

Semester	Program I	Program II
1st	1.6	1.6
2nd	1.76	1.78
3rd	1.82	1.84
4th	1.83	1.88

The established pattern for grading is based on the following 4.0 scale: A (3.5-4.0); B (2.5-3.4); C (1.5-2.4); D (0.5-1.4); and F (0.0-0.4).

### Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. Finally, it is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed one-half of the nursing major with a cumulative average of 3.0 or better are considered for induction. In addition to demonstrated superior scholastic achievement, a candidate must give evidence of professional leadership potential and possess desirable personal qualifications.

### Degree Requirements

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must have attained the required minimum cumulative average for the total program and must have completed satisfactorily all of the theory and clinical laboratory courses outlined in this *Announcement* or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with distinction. To qualify for this honor the student must have attained a cumulative average of 3.25 in the nursing major. An average of "B" in college courses taken prior to transferring to the School of Nursing is required to qualify for this honor.

### State Registration for Graduates

Graduates of the School are urged to take the state board examination for licensure which is administered by the Regents of the state of New York. Each graduate is expected to take the first examination for licensure which is administered after he has completed the Nursing program. Graduates who plan to work outside of New York State should determine whether that state has a mandatory licensure law. If so, the graduate is urged to establish a date of employment based upon his expected date of licensure. Satisfactory completion of this examination licenses the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Office of the Registrar during the final semester in which the student is registered in the School.

### Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. To help students estimate individual expenses the following table should be consulted.

### Estimated Total Expenses

Although expenses, excluding tuition, fees, and room, vary for the individual students, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become nonresident students should write to the Chairman, Financial Assistance Committee, for the commuting student's adjusted budget.

The following figures are for the academic year.

Item	Estimate
Tuition and Fees	\$1,750
Room	500
Meals	900
Books, supplies	200
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation*	
Uniform supplies (entering students)	200

\* Transportation for clinical experience: third-year students should add \$30 to their budget; fourth-year students \$100.

## Fees

**Application Fee.** (For applicants registered in a general education program.) A fee of \$15 must accompany the application for first admission.

**Transfer Fee.** (For applicants registered in a baccalaureate nursing program.) A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

**Reinstatement Fee.** (For students previously registered in this school.) A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

**Acceptance Fee.** A nonrefundable fee of \$50 must be paid by each person at the time he is notified of this tentative acceptance in the school.

**Late registration fee.** A fee of \$5 is charged to each late registrant. First-semester registration closes 12 Noon, September 7, 1971. Second-semester registration closes 9 a.m., January 24, 1972.

## Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable at registration each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to the balance due on School charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition and fee bill since the State prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and fees are due. When an extension of time for payment of part or all of the tuition and fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good stand-

ing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans.

Students who have questions regarding their bills, or the payment of grants or loans after the registration period, should see the administrative assistant in NR-210.

## Refunds

Part of the tuition and fees will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent per week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

## Financial Assistance

In general, students plan to meet the cost of their education through self-help (loans and employment). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University-New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the appropriate Confidential Statement form to the College Scholarship Service by March 1 designating Cornell University-New York Hospital School of Nursing as one of the recipients. The Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described below. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the federal government under the terms of Part B of Public Law 88-581, Nurse Training Act, of 1964. No more than \$1,500 may be borrowed by a student during an academic year. The Health Manpower Act of 1968, enacted by the Ninetieth Congress, amended the original act to include scholarship grants as well as loans. To be eligible for either a grant or a loan, a student must intend to be enrolled full time and demonstrate the need for financial assistance. In addition, he must be a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that he intends to become a permanent resident of the United States.

## Application for Financial Assistance

An entering student who will need financial assistance should return the Financial Assistance Application with her application form by February 1. This will be forwarded to the chairman of the Financial Assistance Committee. The Confidential Statement should be filed through the College Scholarship Service by March 1 of the year the applicant anticipates his admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before December 15. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the Committee.

## Financial Assistance Administered by the School

**Fund of the Committee for Scholarships.** A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

**Allstate Foundation Grant.** A grant is made available to the School each year to assist a student throughout the program.

**The Switzer Foundation Grant.** A grant of \$1,200 is made available to the School each year. This grant is intended to assist a student who is an American citizen living within fifty miles of New York City and who has financial need.

**Davison/Foreman Foundation Grant.** Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

**Woman's Florist Association, Inc., Scholarship.** Under a scholarship plan established in 1949 by the Woman's Florist Association, Inc., a nursing student who has satisfactorily completed one year of his nursing major is eligible for a scholarship not to exceed the sum of \$200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

**Cornell Women's Club of New York.** In the spring of the year a scholarship is made available by this Club for the ensuing school year. It is

awarded either to an entering student or a student enrolled in the School.

**Vivian B. Allen Scholarship Fund.** Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

**Juliette E. Blohme Scholarship Fund.** Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

**Samuel J. Moritz Scholarship Fund.** Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

**The Christian C. Yegen Scholarship Fund.** Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University-New York Hospital School of Nursing.

**Emmajean Steel Fuller Fund.** This fund, begun by the class of 1952 in memory of Emmajean Steel Fuller, a former member of the class, is available for an occasional scholarship.

## Financial Assistance Administered by Outside Sources

### New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. The applicant should apply through his high school principal while he is still a student in high school.

For more information on any of these, write to the State Education Department, State University of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination*.

**Regents Scholarships for Basic Professional Education in Nursing.** Amount, \$200-\$500 a year depending upon financial need. Applicable only to period in the School of Nursing.

**Regents College Scholarships.** Amount, \$250-\$1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

**Regents Scholarships in Cornell.** A tuition-reducing scholarship ranging in amount from \$100 to \$1,000 a year depending upon financial need for a maximum of five years. Applicable to first

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two years of college and to period in the School of Nursing.

**Regents Scholarships for Children of Deceased or Disabled Veterans.** Amount, \$450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

**New York Higher Education Assistance Corporation** sponsors a program through which students may obtain loans from local savings banks.

**Scholar Incentive Program.** Grants of \$100-\$500 yearly, depending on need and tuition paid, with minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

### Armed Services

**Army and Navy Nurse Corps Student Programs.** Students in either of the basic nursing programs may apply for appointments in the Army Student Nurse Program, six to eight weeks prior to entrance to the School, or to the Navy Nurse Corps Candidates Program prior to March 1 for fall entrance. The student must have had receipt of acceptance to Cornell University-New York Hospital School of Nursing before the applications will be considered. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

### Public Health Nursing, New York State Department of Health Scholarship Program

Students interested in public health nursing may be eligible for New York State Public Health scholarships. The scholarships are administered in the form of a tax-free stipend paid biweekly directly to the student during the senior year of the program in nursing.

To be considered, the applicant must be recommended to the State Department of Health by the faculty of the School. In addition the applicant must be willing and able to accept full-time employment for at least one year, beginning within one month following graduation in a local official health unit exclusive of the five boroughs of New York City.

Applications are available at the School and should be filed early in the second semester of the fourth year.

## General Information

### School Government

Any student entering this School is automatically a member of the student organization. The functions of this organization are to enhance the professional education of the individual student

through cooperation with fellow students and faculty; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in the nursing program.

### Residence

In general the School of Nursing is considered a resident school within the limits of its facilities. The Nurses' Residence has facilities for unmarried, female students who are expected to live in unless a request to live out is made in writing. The request must be accompanied by a letter from a parent or guardian indicating knowledge and approval of the plan to live outside of the Residence. Single male students will be assisted to find housing within a reasonable distance of the School. Unfortunately married students cannot be guaranteed the same kind of assistance. Therefore, married students are urged to assume the responsibility for finding living facilities in the metropolitan area. Married women may live in the Residence, as long as they comply with regulations for living and pay the residence fee required of all female students.

All students who live outside of the Residence must keep the Office of the Registrar informed of his or her correct address and telephone number. Each one is expected to maintain a mailbox in the Nurses' Residence, which he is responsible for checking once each day. The *Student Handbook* should be checked for details of rules governing students who live in the Residence and those who do not. The *Student Handbook* also has information regarding the facilities of the Residence.

### Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

### Health Services

Good health is of the utmost importance and students have readily available a well-organized health service maintained in cooperation with the Personnel Health Service of The New York Hospital.

A physical examination by a physician from



the Personnel Health Service, a tuberculin test, and a chest x ray are required upon admission. Subsequently, the student has either a chest x ray or tuberculin test every six months. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be done during vacations.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Personnel Health Service. If students are more seriously ill, they are cared for in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. Students are required to enroll in the Associated Hospital Service plan available to all students in the Medical Center.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for him to remain in the School, he may be required to withdraw, either temporarily or permanently, at any time.

### Counseling Services

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in his work in the School or in connection with special personal problems.

The director of student relations assists students in every way possible in their educational, personal, and social adjustment. She also co-operates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is available to assist students whose effectiveness and adjustment are impaired by personal concerns.

### Facilities for Instruction

The facilities of The New York Hospital-Cornell Medical Center provide the setting for a considerable portion of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in community agencies and other health service agencies.

### Clinical Facilities

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with

facilities for teaching and the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,100 beds and 90 clinics. Approximately 34,000 patients are hospitalized and 50,000 treated as outpatients each year. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures and observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism; urology; ear, nose, and throat disorders; plastic- and neurosurgery; and ophthalmology. The Lying-In Hospital has a capacity of 163 adults and 77 newborns and provides for obstetric and gynecologic patients. Each year, nearly 4,000 babies are born in this Hospital. Since this Center was founded in 1932, over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the student to study the development and guidance of convalescent as well as sick children.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 108 patients, admitted from all socioeconomic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of patients with a variety of mental health problems.

The Outpatient Department with its ninety clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 230,000 patient visits are made to this Department. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

Public health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan with the

## **16 The Library**

faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

### **The Library**

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of both the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the Library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

# Description of Courses

## Nursing Courses

**153 Foundations of Nursing.** Fall. Credit five hours theory, five hours laboratory. Miss Cotterell, chairman, and faculty.

The course is composed of two units. The first is concerned with learning and practicing nursing skills basic to providing nursing care. In the second unit the nursing process will be introduced and applied to the care of adult patients with representative health problems. The clinical laboratory will be utilized to apply concepts and skills in caring for patients with these and other health problems. Pharmacology, nutrition, and diet therapy are integrated throughout the course.

**154 Maternal-Child Nursing.** Fall and spring. Prerequisite: Nursing 153. Credit five hours theory, five hours clinical laboratory. Mrs. Natapoff, chairman, and faculty.

Designed to utilize a family-centered approach to meet the nursing needs of pregnant women, and the needs of children in health and illness, from birth through adolescence. Emphasis is given to the preventive aspects of illness. Mental health concepts are integrated throughout the course. Clinical experiences will be provided in the hospital and other community agencies.

**155 Nursing for the Activation of Potential.** Fall and spring. Prerequisite: Nursing 153. Credit six hours theory, five hours clinical laboratory. Miss Hansen, chairman, and faculty.

Deals with the concepts and skills needed to work therapeutically with patients who have long-term emotional and/or physical illnesses. It emphasizes the behavioral approach toward the care of patients with neuromuscular and psychiatric disorders. Clinical experiences are provided in the home, a rehabilitation center, and an acute psychiatric setting.

**156 Introduction to the Nursing Process, Care of the Adult Patient.** Fall. Credit five hours theory, five hours clinical laboratory. Miss Bielski and faculty. The course is composed of two units. The first is concerned with learning and practicing nursing skills basic to providing nursing care. In the second unit the nursing process will be introduced and applied to the care of adult patients with representative health problems. Pharmacology, Nutrition, and diet therapy are integrated throughout the course. The clinical laboratory will be utilized to apply concepts and skills in caring for patients with these and other health problems.

**157 Maternal-Child Nursing.** Spring. Prerequisite: Nursing 156. Credit five hours theory, five hours clinical laboratory. Mrs. Natapoff, chairman, and faculty.

Designed to utilize a family-centered approach to meet the nursing needs of pregnant women, and the needs of children in health and illness, from birth through adolescence. Emphasis is given to the preventive aspects of illness. Mental health concepts are integrated throughout the course. Clinical experiences will be provided in the hospital and other community agencies.

**160 Interpersonal Processes in Nursing.** Fall. Prerequisite: psychology, three credits; sociology, three credits. Credit two hours. Miss Klimenko. Elements of the nurse-patient relationship will be examined with emphasis on techniques of interviewing, the professional commitment, stages of the relationship, therapeutic communication, and the utilization of the supervisory process.

**250 Transition to Nursing Practice.** Spring. Prerequisite: Nursing 153, 154, 155. Credit five hours theory, seven hours clinical laboratory. Mrs. Hugo, chairman, and faculty.

Provides students with the opportunity to further develop their nursing practice in selected health areas. The study of current and projected trends in nursing practice will serve as a basis for exploring the responsibilities of the professional nurse to himself, the patient, his profession, and his society.

**256 Community Health: Care of Patients with Environmentally Related Health Problems.** Fall. Prerequisite: Nursing 156, 157. Credit five hours theory, five hours clinical laboratory. Miss Keith and faculty. Focus is directed toward increasing students' understanding of the role of the professional nurse in the care of individuals and families whose health problems necessitate a comprehensive community approach. Included will be the basic principles of community health organizations and current and future trends in health care. Clinical experience in community health agencies, extended care facilities, and psychiatric facilities will be provided.

**257 Dimensions of Nursing.** Spring. Prerequisite: Nursing 156, 157, 256. Credit two hours theory, eight hours clinical laboratory. Miss Miller and faculty. This course considers various aspects of professional nurse practice: caring for patients with multiple and complex nursing needs; having responsibility for nursing care of many patients; and giving leadership to

## 18 Description of Courses

others participating in nursing care. A variety of hospital, home, and community settings will be utilized for clinical practice.

### Social Science and Related Courses

**107 Human Behavioral Development.** Spring. Credit two hours. Dr. Lee Salk.

The interaction of physiological, genetic, and environmental factors in conjunction with developmental stages will be presented in studying human behavioral development, with emphasis on the development of psychopathology. This will include all stages in development from early infancy through old age. Specific emphasis will be placed on child-rearing practices. Patients will be presented to demonstrate interviewing techniques and the child's emotional response to hospitalization.

**108 Introduction to Research.** Spring. Credit three hours. Faculty to be appointed.

The student is introduced to the basic skills needed for the critical evaluation of research material. Understanding statistical concepts and biostatistics are included in the course.

**207 Nursing in the Social Order.** Spring. Credit two hours. Dr. Lambertsen.

The structure and function of both formal and informal social organizations are considered, especially as they influence the work of the professional nurse in the delivery of health services.

**246 Public Health.** Fall. Credit two hours. Public Health nursing faculty.

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

### Biological Science Courses

**130 Biological Science.** Fall. Credit four hours. Dr. Rubenstein.

An introductory course designed to identify fundamental concepts of structure and function in the human organism. Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the clinical nursing course 153. Bio-

chemical principles of metabolism, electrolytes and acid-base balance are integrated.

**131 Biological Science.** Fall and Spring. Credit three hours. Dr. Rubenstein.

A study of the reproductive cycle in man. The mechanisms of fertilization, the birth process, growth and maturation are included. Principles of heredity, and general embryology are explored. The causes of mutations in man and medical genetics are surveyed. This course will be correlated with the clinical nursing course 154.

**132 Biological Science.** Fall and spring. Credit three hours. Mrs. Stolar.

Morphologic and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored. Selected disturbances that occur in man will be correlated with the clinical nursing course 155.

**133 Biological Science.** Fall. Credit three hours. Mrs. Stolar and faculty.

An introduction to the properties and physiological processes common to all animals. Protoplasmic organization, membrane characteristics, energetics, control systems, and cell division will be covered. The cardiovascular-pulmonary and gastrointestinal systems will be studied. Emphasis will be placed on interference of normal function, mechanisms of compensation, tissue change, and sequelae. Hormones will be surveyed to understand their control of biological processes.

**134 Biological Science.** Spring. Credit three hours. Mrs. Stolar and faculty.

The reproductive cycle in man will be studied. Principles of heredity, general embryology, and development of organs and systems will be included. There will be a survey of the microorganisms detrimental to man. This course is designed to acquaint the student with communicable diseases that are endemic to society. Principles of immunity will be covered.

**135 Biological Science.** Fall. Credit two hours. Mrs. Stolar and faculty.

A survey of the microorganisms detrimental to man. Morphology, physiology, distribution, pathogenicity, and control will be included. This course is designed to acquaint the student with communicable diseases that are endemic in society. The correlation between disease patterns and social climate will be identified.

# Register

## Administration

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Robert A. Plane, University Provost  
W. Donald Cooke, Vice President for Research  
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Paul L. McKeegan, Director of the Budget  
Arthur H. Peterson, University Controller  
Richard M. Ramin, Vice President for Public Affairs  
Neal R. Stamp, Secretary of the Corporation and University Counsel

### The New York Hospital-Cornell Medical Center

E. Hugh Luckey, M.D., President  
August H. Groeschel, M.D., Vice President

### The New York Hospital

David D. Thompson, M.D., Director  
H. Henry Bertram, Director of Personnel  
Muriel R. Carbery, Director of Nursing Service  
Susan T. Carver, M.D., Associate Director  
George J. McBride, Comptroller  
Richard J. Olds, Associate Director  
Melville A. Platt, M.D., Associate Director  
H. Mefford Runyon, Associate Director  
Cosmo J. LaCosta, Assistant Director

### Joint Administrative Board

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Stanton Griffis  
Dale R. Corson, Chairman 1972  
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#### Representatives from the Board of Governors of the Society of the New York Hospital

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#### Member at Large

Walter B. Wriston

#### Ex Officio Member

E. Hugh Luckey, M.D.

### Cornell University—New York Hospital School of Nursing

Eleanor C. Lambertsen, Ed.D., D.Sc.(Hon.), R.N., Dean  
Louise S. Hazeltine, M.A., R.N., Assistant Dean (A.B., Bucknell University, 1946; B.S., Cornell University—New York Hospital School of Nursing, 1949; M.A., New York University, 1959)  
Florence Tritt, M.A., R.N., Assistant to the Dean, School of Nursing (Diploma in Nursing, Winnipeg General Hospital School of Nursing, 1940; B.N., McGill University, 1949; M.A., Columbia University, 1953)  
Meimi Joki, A.B., Administrative Assistant (A.B., Cornell University, 1948)  
Mary Elisabeth Riddick, Registrar  
Edna Johnson, Director of Student Relations

## Faculty

### Emeritus Professors

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus  
Verda F. Hickox, M.A., R.N., Professor Emeritus of Nursing  
Mary Klein, M.A., R.N., Professor Emeritus of Nursing  
Margery T. Overholser, M.A., R.N., Professor Emeritus of Nursing  
Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing  
Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing  
Henderika J. Rynbergen, M.S., Professor Emeritus of Science  
Agnes Schubert, M.S., R.N., Professor Emeritus of Nursing

## Professors

- Muriel R. Carbery, M.S., R.N., Professor of Nursing; Director, Nursing Service (A.B., Hunter College, 1933; Diploma in Nursing, New York Hospital School of Nursing, 1937; M.S., Catholic University of America, 1951)
- Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Professor of Nursing; Dean, School of Nursing (Diploma in Nursing, Overlook Hospital School of Nursing, 1938; B.S., Columbia University, 1949; A.M., 1950; Ed.D., 1957; D. Sc. (Hon.), Alfred University, 1969)

## Associate Professors

- Helen M. Berg, M.Ed., R.N., Associate Professor of Nursing; Department Head, Medical-Nursing (B.S., Bucknell University, 1948; B.S. in Nursing, Cornell University-New York Hospital School of Nursing, 1951; M.Ed., Columbia University, 1968)
- Mary T. Bielski, M.A., R.N., Associate Professor of Nursing (B.S., Cornell University-New York Hospital School of Nursing, 1949; M.A., Columbia University, 1958)
- Dorothy Ellison, M.A., R.N., Associate Professor of Nursing; Department Head, Operating Room Nursing (Diploma in Nursing, Colorado Training School for Nurses, 1946; B.A., University of Toronto, 1948; M.A., Columbia University, 1957)
- Marilyn T. Hansen, M.P.H., R.N., Associate Professor of Nursing (B.S.N., College of St. Rose, 1952; M.S. in Education, Siena College, 1960; M.P.H., Harvard University, 1970)
- Antonia Klimenko, M.A., R.N., Associate Professor of Nursing (Diploma in Nursing, Mt. Sinai Hospital, 1955; B.S., Hunter College, 1961; M.A., New York University, 1964)
- Marjorie A. Miller, M.S., R.N., Associate Professor of Nursing (Diploma in Nursing, Lutheran Hospital School of Nursing, 1948; B.S., Bryan College, 1949; M.S., Columbia University, 1954)
- Doris Schwartz, M.A., R.N., Associate Professor of Nursing (Diploma in Nursing, Methodist Hospital School of Nursing, 1942; B.S., New York University, 1953; M.A., 1958)
- Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing; Department Head, Surgical Nursing (A.B., Texas Women's University, 1940; Diploma in Nursing, Parkland Hospital School of Nursing, 1945; M.Ed., Southern Methodist University, 1950; Ed.D., Columbia University, 1963)
- Margie Warren, M.A., R.N., Associate Professor of Nursing; Department Head, Outpatient Nursing (Diploma in Nursing, Protestant Deaconess Hospital School of Nursing, 1942; B.S., Indiana University, 1950; M.A., Columbia University, 1957)

## Assistant Professors

- Marion Peters Braxton, M.P.H., R.N., Assistant Professor of Nursing (Diploma in Nursing, Lincoln School for Nurses, 1947; B.S., St. John's University, 1962; M.P.H., School of Hygiene and Public Health, Johns Hopkins University, 1963)
- Margaret Cotterell, M.A., R.N., Assistant Professor of Nursing (Diploma in Nursing, Nuttall Memorial Hospital School of Nursing, Jamaica, W.I., 1950; B.S., Hunter College, 1958; M.A., Columbia University, 1961)
- Alice DonDero, M.A., R.N., Assistant Professor of Nursing; Department Head, Pediatric Nursing (Diploma in Nursing, Long Island College Hospital School of Nursing, 1941; B.S., New York University, 1951; M.A., 1959)

- I. Darlene Erlander, M.A., R.D., Assistant Professor of Nutrition (A.B., St. Olaf College, 1952; A.D.A., 1953; M.A., Columbia University, 1962)
- Elenora Haas, M.S., R.N., C.N.M., Assistant Professor of Nursing (Diploma in Nursing, Bishop De Goesbriand School of Nursing, 1944; B.S.Ed., Hunter College, 1958; M.S., Columbia University, 1961; C.N.M., Maternity Center Association, 1961)
- Eleanor Krohn Herrmann, M.S., R.N., Assistant Professor of Nursing (B.S., Adelphi University, 1957; M.S., University of Colorado, 1960)
- Alice A. Hugo, M.A., R.N., Assistant Professor of Nursing (Diploma in Nursing, The Roosevelt Hospital School of Nursing, 1946; B.S., New York University, 1954; M.A., 1957)
- Gladys T. Jones, M.A., R.N., Assistant Professor of Nursing; Supervisor, Recovery Unit Nursing (Diploma in Nursing, Cornell University-New York Hospital School of Nursing, 1944; B.S., Columbia University, 1950; M.A., 1962)
- Jo Ann Keith, M.A., R.N., Assistant Professor of Nursing (B.S., Ohio State University, 1951; M.A., New York University, 1963)
- Helen M. McDowell, M.A., R.N., Assistant Professor of Nursing (Diploma in Nursing, Bellevue Schools of Nursing, 1956; B.S., New York University, 1956; M.A., Columbia University, 1960)
- Agnes Morgan, M.A., R.N., Assistant Professor of Nursing (Diploma, St. Vincent's Hospital School of Nursing, 1943; B.S., Columbia University, 1955; M.A., 1963)
- Janet Nielson Natapoff, M.S., R.N., Assistant Professor of Nursing (B.S., Alfred University, 1960; M.S., Boston University, 1963)
- Janet S. Reinbrecht, M.Ed., R.N., C.N.M., Assistant Professor of Nursing (B.S.N., University of Pennsylvania, 1953; M.Ed., Columbia University, 1965; C.N.M., Graduate School of Midwifery Frontier Nursing, Hyden, Kentucky, 1954)
- Reva Scharf Rubenstein, Ph.D., Assistant Professor of Science (B.S., Brooklyn College, 1959; Ph.D., Polytechnic Institute of Brooklyn, 1967)
- Vera Stolar, M.S., R.N., Assistant Professor of Science (Diploma in Nursing, Mount Sinai Hospital School of Nursing, 1947; B.S., Hunter College, 1961; M.S., 1963)
- Marie D. Strickland, M.Ed., R.N., Assistant Professor of Nursing (B.S., Cornell University-New York Hospital School of Nursing, 1947; M.Ed., Columbia University, 1965)
- Eleanor Taggart, M.S., R.N., Assistant Professor of Nursing (B.S., Cornell University-New York Hospital School of Nursing, 1957; M.S., Case Western Reserve University, 1970)
- Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing; Department Head Private Patient Nursing Service (Diploma in Nursing, The Memorial Hospital School of Nursing, Pawtucket, R.I., 1933; B.S., New York University, 1948; M.A., 1949)
- Rita Reis Wieczorek, M.A., R.N., Assistant Professor of Nursing (B.S., College of Mt. St. Joseph on the Ohio, 1964; M.A., New York University, 1966)
- Gloria E. Wilson, M.A., R.N., Assistant Professor of Nursing (Diploma in Nursing, Harlem Hospital School of Nursing, 1945; B.S.N.E., Duquesne University, 1949; M.A., Columbia University, 1952)

## Instructors

- Eddie Mae Barnes, B.S., R.N., Instructor in Nursing; Director of Nursing, Payne Whitney Psychiatric Clinic (B.S., Dillard University, 1960)
- Patricia A. Donnellan, M.Ed., R.N., Instructor in Nursing (B.S.N., Seton Hall University, 1958; M.A., St. Mary's College, 1963; M.Ed., Columbia University, 1969)

Pamela J. Galehouse, M.A., R.N., Instructor in Nursing (B.S.N., St. Olaf College, 1965; M.A., New York University, 1969)

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Madeline S. Sugimoto, M.Ed., M.A., R.N., Instructor in Nursing (B.S., Cornell University-New York Hospital School of Nursing, 1958; M.A., Columbia University, 1968; M.Ed., 1969)

Eloise Lynch Werlin, M.S., R.N., Instructor in Nursing (B.S.N., Saint John College, 1966; M.S., University of Michigan, 1969)

Frances J. Williams, M.A., R.N., Instructor in Nursing (Diploma in Nursing, Bellevue Schools of Nursing, 1961; B.S., New York University, 1961; M.A., 1969)

## Associated with the Faculty

### Assistant in Instruction

Marion Phyllis Cunningham, B.S., R.N., Assistant in Instruction (B.S. in Nursing, College of St. Teresa, 1961)

### Staff of Coronary Care

#### Nurse Training

Nina T. Argondizzo, M.A., R.N., Assistant Professor of Medical Nursing (Diploma in Nursing, St. Elizabeth Hospital School of Nursing, 1944; B.S.N., St. John's University, 1954; M.A., Columbia University, 1958)

## Administrative and Supervisory Personnel (Nursing Service)

M. Johanna Foster, M.A., R.N., Assistant Director

Elizabeth Brooks, M.A., R.N., Assistant to the Director (Long-Range Planning)

M. Eva Paton, M.A., R.N., Assistant to the Director, Home Care

Marjorie Evans, M.A., R.N., Administrative Assistant, Nursing Studies

Margaret Collins, R.N., Administrative Assistant, Nursing Studies

Claire Meyerowitz, M.A., R.N., Administrative Assistant, Nursing Studies

Diana Vietor, B.S., R.N., Administrative Assistant, Nursing Studies

Helen Doyle, A.B., Residence Director

Lucille Wright, M.S., R.N., Nurse Epidemiologist

Helen V. Miller, R.N., Administrative Assistant

Isabel Cameron, B.S., R.N., Administrative Assistant

Mary McCarthy, B.S., R.N., Coordinator, Nursing Service DeWitt Nursing Home

Virginia Dericks, M.A., R.N., Consultant, Clinical Nursing Specialist

Lilian Henderson, M.A., R.N., Consultant, Clinical Nursing Specialist

Madeline Petrillo, M.Ed., R.N., Consultant, Clinical Nursing Specialist

Barbara Rogoz, M.S., R.N., Consultant, Clinical Nursing Specialist

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Lefa Rose, R.N., Instructor, Auxiliary Staff Education

Francis Sheedy, B.S., R.N., Instructor, Auxiliary Staff Education

Eleanor Young, R.N., Instructor, Staff Education

Helen Gerchak, R.N., Assistant Instructor, Auxiliary Staff Education

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Anne Mattison, B.S., R.N., Supervisor, Medical Nursing Service

Anna Olsen, B.S., R.N., Supervisor, Medical Nursing Service

Diane Tose, C.N.M., R.N., Nurse Midwife, Obstetric Nursing Service

Evelyn Paterniti, R.N., Supervisor, Medical Nursing Service

Jeanne Dorie, M.A., R.N., Supervisor, Medical Nursing Service

Elizabeth Traynor, M.A., R.N., Supervisor, Medical Nursing Service

Christina Haas, M.A., R.N., Clinical Nursing Specialist, Medical Nursing Service

Jo Ann Perry, B.S., R.N., Nurse Clinician, Medical Nursing Service

Barbara Boyce, B.S., R.N., Nurse Clinician, Medical Nursing Service

Mildred Burlingame, R.N., Supervisor, Obstetric and Gynecologic Nursing Service

Grace Hammond, B.S., R.N., Supervisor, Obstetric and Gynecologic Nursing Service

Mary Audrey Meehan, B.S., R.N., Supervisor, Obstetric and Gynecologic Nursing Service

Eleanor M. Cato, B.S., R.N., Supervisor, Obstetric and Gynecologic Nursing Service

Ruth Merkat, B.S., R.N., Supervisor, Obstetric and Gynecologic Nursing Service

Dorothy Metzger, M.A., R.N., Supervisor, Obstetric and Gynecologic Nursing Service

Magdalene Mullin, B.S., R.N., Supervisor, Obstetric and Gynecologic Nursing Service

Marjorie Sealey, B.A., R.N., Supervisor, Obstetric and Gynecologic Nursing Service

Elizabeth D. Smith, M.A., R.N., Supervisor, Obstetric and Gynecologic Nursing Service

Frances McCaulay, R.N., Nurse Clinician, Obstetric and Gynecologic Nursing Service

Deborah Farber, B.S., R.N., Nurse Clinician, Obstetric and Gynecologic Nursing Service

Virgene Richards, R.N., Administrative Assistant, General Operating Room, Nursing Service

Salome Husted, R.N., Administrative Assistant, General Operating Room, Nursing Service

Dorothy Weightman, R.N., Administrative Assistant, Operating Room Nursing Service

Frances Zokal, R.N., Administrative Assistant, Operating Room Nursing Service

Wanda Burley, M.A., R.N., Supervisor, General Operating Room Nursing Service

Doreen James, R.N., Administrative Assistant, Operating Room Nursing Service

Anna Ondovchik, M.S., R.N., Supervisor, Operating Room Nursing Service

Eloise Cooke, R.N., Supervisor, Gynecologic Operating Room Nursing Service  
 Roseanne Toter, R.N., Administrative Assistant, Outpatient Nursing Service  
 Helen King, M.A., R.N., Administrative Assistant, Outpatient Nursing Service  
 Carolyn Wagner, M.A., R.N., Administrative Assistant, Outpatient Nursing Service  
 Mamie Wang, M.A., R.N., Administrative Assistant, Outpatient Nursing Service  
 Mary Bartlett, M.A., R.N., Clinical Nursing Specialist, Outpatient Nursing Service  
 Constance Derrell, M.A., R.N., C.N.M., Supervisor, Outpatient Nursing Service  
 Alberta Evans, R.N., Supervisor, Outpatient Nursing Service  
 Ena Fisher, R.N., Supervisor, Outpatient Nursing Service  
 Marie Frohman, R.N., Supervisor, Outpatient Nursing Service  
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 Mary Richardson, R.N., Supervisor, Pediatric Nursing Service  
 Diana Newman, B.S., R.N., Acting Coordinator, Premature Institutes  
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 Eugenia Piszczatowska, M.A., R.N., Staff Assistant, Private Patients  
 Rosemarie Bosco, B.S., R.N., Staff Assistant, Private Patients Nursing Service  
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 Emelia Luddy, M.A., R.N., Nurse Clinician, Surgical Nursing Service  
 Mary Ann Schmidt, B.S., R.N., Nurse Clinician, Surgical Nursing Service

## Cooperating Groups

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Howard G. Andrus, Professor, Guidance and Personnel Administration

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Jean Failing, Professor, Associate Dean for Undergraduate Education

#### College of Arts and Sciences

John M. Anderson, Professor of Zoology

#### College of Agriculture

Howard S. Tyler, Professor in Personnel Administration (Vocational Guidance and Placement)

#### Office of Admissions

Robert Storandt, Director of Admissions

### Alumnae Association

Eleanor Taggart, '57, President

### Committee for Scholarships

Mrs. Robert F. Shuping, President

## Class of 1972

The name of the student is followed by his home address. The college or university from which he transferred is given in parentheses.

### Program I

Adams, Lois Carol, West Caldwell, New Jersey (Juniata College)

Bavaro, John A., Inwood, New York (State University at Stony Brook)

Bayer, Lynn Josephine, West Hempstead, New York (Hofstra University)

Benjamin, Brenda Delores, Springfield Gardens, New York (Hunter College)

Bilski, Ellen Dianne, Jermyn, Pennsylvania (Marywood College)

Boemi, Marlene, Englewood, New Jersey (DePauw University)

Brosnan, Maureen Ann, Bay Shore, New York (D'Youville College)

Budrius, Charlene, Woodbury, Connecticut (Bay Path Junior College)

Butt, Kathleen Therese, Wantagh, New York (D'Youville College)

Caldwell, Dorothea, New York, New York (Manhattan Community College)

Carr, Susan Shelby, New York, New York (Centenary College)

Cheng, Nora, Beechhurst, New York (C. W. Post College)

Cherowitzo, Judy Chock, Brooklyn, New York (City College)

Dietz, Elizabeth, Valley Stream, New York (Upsala College)



Donnarumma, Barbara Anne, Westwood, New Jersey (College of New Rochelle)

Engh, Sharon Anne, Sycamore, Illinois (Bucknell University)

Fairchild, Anne-Marie, Tenafly, New Jersey (Alfred University)

Ferguson, Elisabeth Alexandra, Scarsdale, New York (Middlebury College)

Fleming, Barbara Benson, Chatham, New Jersey (Connecticut College)

Fox, Jane Ann, Douglaston, New York (Good Counsel College)

Goldsmith, Bonnie Dale, Brooklyn, New York (Brooklyn College)

Grace, Mary Jane, Freeville, New York (Cornell University)

Hargrove, Luradine, New York, New York (Cornell University)

Hickey, Deidre Anne, Hawthorne, New York (St. Bonaventure College)

Hill, Susan Ann, Elbridge, New York (Cornell University)

Hirshberg, Rosilyn Ruth, West Orange, New Jersey (Montclair State College)

Hubbell, Marcia Mitchell, Fall Church, Virginia (Drew University)

Humble, Janet Ruth, Cherry Hill, New Jersey (Douglass College)

Iddles, Andrea, Harwich, Massachusetts (Lasell Junior College)

Jacobs, Lynn, Philadelphia, Pennsylvania (Boston University)

Jeffreys, Victoria Anne, Pelham, New York (Green Mountain College)

Johns, Jane Struthers, New York, New York (Drew University)

Jordan, Karen Lee, Willingboro, New Jersey (Douglass College)

Lange, Jan Holly, Yonkers, New York (Concordia College Institute)

Lewis, Karen Meredith, Levittown, New York (Cornell University)

Linton, Mary Louise, Setauket, New York (State University at Stony Brook)

Littman, Lillian Sarlotta, Manhasset Hills, New York (American University)

Lundgren, Linda Jean, Glen Cove, New York (Hofstra University)

Lynaugh, Kathleen F., Bronx, New York (Fordham University)

Mattison, Carolyn Ann, Brooklyn, New York (Elizabeth Seton College)

McBride, Catherine Elizabeth, New York, New York (D'Youville College)

McGrory, Francine Ann, New York, New York (Elizabeth Seton College)

McNamara, Virginia Anne, New York, New York (Elizabeth Seton College)

Mulder, Margaret Eileen, Glen Cove, New York (Marywood College)

Nakamoto, Ann, Kaneohe, Hawaii (University of Hawaii)

Needleman, Darlene H., Wantagh, New York (Boston University)

Nordberg, Mary Jean, Emporium, Pennsylvania (Nyack Missionary College)

O'Neill, Sharon Ann, East Norwich, New York (College of Mount Saint Vincent)

Orans, Sherry Lee, Brookline, Massachusetts (Boston University)

O'Sullivan, Maureen Katherine, Rosemont, Pennsylvania (Dunbarton College)

Ozorowski, Michaelene, Point Pleasant Beach, New Jersey (Newton College)

Pacyna, Sharon Elizabeth, New Britain, Connecticut (Newton College)

Parrasch, Susan Lynn, River Edge, New Jersey (Elmira College)

Perley, Rosemary Bernadette, Larchmont, New York (Centenary College)

Perry, Arlene Ida, West Rutland, Vermont (The King's College)

Plunkett, Nancy Christine, Yonkers, New York (LeMoyne College)

Presser, Linda Merle, New York, New York (Hunter College)

Radioli, Mary Ann E., Brooklyn, New York (St. Joseph's College)

Reilly, Katherine Ann, Brooklyn, New York (Marymount College)

Rock, Barbara Jeanne, River Edge, New Jersey (Douglass College)

Rubin, Karen Janet, Brooklyn, New York (Brooklyn College)

Sanders, Lorraine, Brooklyn, New York (Manhattan Community College)

Sayle, Suzanne F., Cleveland, Ohio (Briarcliff College)

Scholl, Catherine Midge, Tafton, Pennsylvania (Penn State University)

Scionti, Victoria Marie, Wallingford, Connecticut (Albertus Magnus College)

Siegel, Andrea L., Plattsburgh, New York (Stephens College)

Singer, Sharman Lila, Bayside, New York (York College)

Slattery, Donna Marie, Ithaca, New York (Cornell University)

Strauss, Marcia Tunick, Harrison, New York (York College)

Sweeney, Nancy M., Cranford, New Jersey (Connecticut College)

Szczepanski, Mary Alice, Buffalo, New York (D'Youville College)

Usher, Rhonda Bernstein, Scarsdale, New York (Bennington College)

Vaughan, Margaret Fenley, Grosse Pointe, Michigan (Earlham College)

Watson, Sarah Ann, Stockbridge, Massachusetts (Cornell University)

## Program II

Burton, Leslie Ann, South Boston, Massachusetts (Emmanuel College)

Duchen, Katherine Louise, Des Moines, Iowa (University of Iowa)

Elliott, Robert Lloyd, Hancock, New York (Houghton College)

Gill, Mary Ellen Dorothy, Fort Lee, New Jersey (Marymount College)

Haenn, Barbara Marie, Haverford, Pennsylvania (St. Mary's College)

## 24 Register

Hoecke, Louise E., New York, New York (Houghton College)

Kaiser, Linda S., Yonkers, New York (City College)

Klein, Penny Kaplan, Brooklyn, New York (Brooklyn College)

Lilja, Paul Stuart, Lindenhurst, New York (State University at Buffalo)

Limbacher, Edith Maud, Ridgewood, New Jersey (Mount Holyoke College)

McKee, Louise Sykes, Nashville, Tennessee (Centre College)

McLaughlin, Cyrille A., Whitestone, New York (Notre Dame College)

Miller, Bonnie Rosemarie, Granby, Connecticut (New York University)

Nolan, Thomas Francis, Bronx, New York (St. John's University)

Tenney, Joyce Bennett, Hanover, New Hampshire (Mount Holyoke College)

von Hellens, Sister Anita Marie, New York, New York (Marymount College)

Warwick, Elizabeth Lyyli, New York, New York (University of Massachusetts)

Waters, Stephen Edward, Queens Village, New York (St. John's University)

Werner, Cathy Laraine, New York, New York (Occidental College)

Wheeler, Ann Judson, Darien, Connecticut (Sweet Briar College)

Winkler, Julie, Northport, New York (University of Kansas)

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Nursing (New York City)  
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**Further Information  
and Application**

It is important that persons interested in pursuing one of the programs at the School of Nursing make plans well in advance so that their college programs may be arranged to provide the necessary background.

To receive assistance in such planning, an interested student should fill out the form below and send it to

Registrar  
Cornell University—New York Hospital School of Nursing  
1320 York Avenue  
New York, New York 10021.

The writer should include his zip code.

**Request Form**

☐ I wish to receive further information. Please place my name on your mailing list.

☐ I wish to apply for admission in September

\_\_\_\_\_ year

Please send me an application blank for

☐ Program I (after two years of college)

☐ Program II (after four years of college)

\_\_\_\_\_ name

\_\_\_\_\_ street address

\_\_\_\_\_ city

\_\_\_\_\_ state

\_\_\_\_\_ zip

\_\_\_\_\_ date of birth

\_\_\_\_\_ name of high school

\_\_\_\_\_ address

\_\_\_\_\_ date diploma received or expected

\_\_\_\_\_ name of college

\_\_\_\_\_ address